

Y3/4 Spelling Long Term Curriculum Map 2022/23

Words shown in the blue boxes are example, non-statutory words

Year 3/4								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1 accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue	INSET	Word list (see left)	Adding suffixes beginning with vowel letters to words of more than one syllable	The / / ɪ sound spelt y elsewhere than at the end of words	The /ʌ/ sound spelt ou			
			forgetting, forgotten, beginning, beginner, prefer, preferred, gardening, gardener, limiting, limited, limitation	myth, gym, Egypt, pyramid, mystery, symbol, synonym, lyrics, system, gymnastics	young, touch, double, trouble, country, cousin, enough, encourage, flourish, couple			
Autumn 2 decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite forward(s) fruit	Word list (see left)	Year 3: Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-] super-: supermarket, superman, superstar anti-: antiseptic, anticlockwise, antisocial auto-: autobiography, autograph Y4: More prefixes dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect / illegal, illegible immature, immortal, impossible, impatient, imperfect / irregular, irrelevant, irresponsible re-: redo, refresh, return, reappear, redecorate sub-: subdivide, subheading, submarine, submerge inter-: interact, intercity, international, interrelated (inter + related)	The suffix –ation	The suffix –ly				
			information, adoration, sensation, preparation, admiration, vibration, decoration, donation, duration, registration, population, determination	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)	Exceptions: happily, angrily, gently, simply, humbly, nobly, basically, frantically, dramatically			
Spring 1 February, grammar, group, guard, guide heard, heart, height history, imagine, increase, important interest, island, knowledge	Word list (see left)	Words with endings sounding like /zə/ or /tʃə/	Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as –sion.	Year 3 Use of the forms a or an according to whether the next word begins with a consonant or a vowel [e.g. a rock, an open box] Year 4 Revision of Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done] https://henhamugley.essex.sch.uk/wp-content/uploads/2020/06/Standard-English-Were-or-Was-and-Did-or-Done.pdf				
			measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure	division, invasion, confusion, decision, collision, television, explosion, erosion				
Spring 2 learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary	Word list (see left)	The suffix –ous	Endings which sound like /jən/, spelt –tion, –sion, –ssion, –cian	Words with the /k/ sound spelt ch (Greek in origin)				
			Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters: poisonous, dangerous, mountainous, famous, various Sometimes there is no obvious root word: tremendous, enormous, jealous, –our is changed to –or before –ous is added: humorous, glamorous, vigorous A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept: courageous, outrageous If there is an /i:/ sound before the –ous ending, it is usually spelt as i, but a few words have e: serious, obvious, curious, hideous, spontaneous, courteous	Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word. –tion is the most common spelling. It is used if the root word ends in t or te: invention, injection, action, hesitation, completion –ssion is used if the root word ends in ss or –mit: expression, discussion, confession, permission, admission –sion is used if the root word ends in d or se. expansion, extension, comprehension, tension (Exceptions: attend – attention, intend – intention.) –cian is used if the root word ends in c or cs: musician, electrician, magician, politician, mathematician	scheme, chorus, chemist, echo, character, stomach, monarch, school, anchor, chaos			
Summer 1 particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question, recent regular reign remember	Word list (see left)	Words with the /ʃ/ sound spelt ch (mostly French in origin)	Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)	Words with the /s/ sound spelt sc (Latin in origin)				
			chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	league, tongue, antique, unique, vague, plague, fatigue, grotesque, mosque, plaque	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/. science, scene, discipline, fascinate, crescent, scissors, ascend, scented, scenery, descend			
Summer 2 sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women	Word list (see left)	Words with the /eɪ/ sound spelt ei, eigh, or ey	Year 3 Possessive apostrophe with plural words The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s, but is added if the plural does not end in –s (i.e. is an irregular plural – e.g. children's). Year 4 The grammatical difference between plural and possessive –s	Year 3 Word families based on common words, showing how words are related in form and meaning SOL: solve, solution, solver, soluble, insoluble, dissolve REAL: real, reality, realistic, unreal, realisation Year 4 Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] https://henhamugley.essex.sch.uk/wp-content/uploads/2020/06/Standard-English-Were-or-Was-and-Did-or-Done.pdf	Homophones and near-homophones			
			vein, veil, reign, weigh, eight, sleigh, neighbour, they, obey, prey	girls', boys', babies', children's, men's, mice's (Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)	accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's			